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By 1985 Hillsborough Junior College will be a comprehensive community college composed of five campuses, each having four sub-colleges, and a total enrollment of 25,000 students. This report outlines the long-range goals of the institution as well as the objectives to be met during the 1969-70 academic year. To meet these objectives, the college will: (1) use the systems approach in the areas of administration, curriculum, counseling, budget, personnel, and facilities; (2) implement an instructional-specialist approach in its algebra, English composition, and biology courses; (3) write its entire curriculum in the language of behavioral objectives; (4) identify cognitive styles and learning patterns by which each student learns most effectively; (5) predict the role of the teacher in 1974 as a manager of learning and construct a differentiated staffing pattern; (6) institute an instructional resources center; and (7) write the educational specifications for its first campus. Other areas that will be tailored to meet the objectives of the college include the counseling services, the budgeting system, and the admission and records procedures. (MB)

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HILLSBOROUGH JUNIOR COLLEGE

TAMPA, FLORIDA

STAFF AND PROGRAM DEVELOPMENT PLAN

1969-70

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STAFF AND PROGRAM DEVELOPMENT PLAN

HILLSBOROUGH JUNIOR COLLEGE
TAMPA, FLORIDA

1969-70

Background

The 1969-70 college year will mark the beginning of Hillsborough Junior College's second year of operation. On July 1, 1968, President Graham reported for duty on a full-time basis. Along with him were three deans. Between July 1 and September 16, 1968, a professional staff of full and part-time teachers was employed, an initial curriculum was established, a facility was procured for late afternoon and evening classes and the College opened its doors to more than 1600 students. Between the opening day of classes and the close of the academic year, the administrative staff, faculty and students have been at work establishing essential portions of a comprehensive community college program. Curriculum has been written in many areas, the student body has formed a student government association, planning has been underway to define the type of college that HJC wishes to become, sites for permanent campuses have been located, an administrative organization which promises effectiveness in terms of the College's goals has been adopted and other ingredients essential to the establishment of a comprehensive junior college have either been determined or placed on the agenda for future planning.

Among the major decisions which have been reached are the following:

a. Hillsborough Junior College will be a comprehensive community college. As such, it will offer the following types of programs: college parallel, technical-occupational and community services.

b. Hillsborough Junior College will be a multi-campus institution. Enrollment projections indicate that the college will have in excess of 25,000 students by 1985. Consequently, the Board adopted a plan for the eventual completion of five-5,000 FTE campuses by 1985.

c. Hillsborough Junior College is interested in the educational progress of each of its students. The College wishes to establish a reputation for being an effective learning institution from the student's point of view. The projected size of the institution will eventually enable it to offer a wide variety of programs designed to meet most of the educational needs, interests and abilities of its student body. Located in an urban area, Hillsborough County, the College will be able to draw upon existing educational institutions and their programs in order to meet additional needs, interests and abilities which

are not within the current purview of this comprehensive junior college.

d. In order to individualize the attention given to each student's rate of learning and success at this institution, the College has adopted the "college within a college" plan. Present planning indicates that each campus will consist of four-1250 FTE collegiums (HJC's term for the college within a college). Within the parameters established by State law and Board of Trustee policy, the educational program will be decentralized. It will further be the charge to each campus director to decentralize as much as possible the educational program offered by each collegium with reference to decision-making, instructional strategies, student activities, etc. The "college within a college" plan should have a major effect on individualizing each student and faculty member's relationship to the HJC learning environment.

II. Long Range Goals

In order to meet some of the institutional goals and objectives which have been determined during the past year, Hillsborough Junior College has decided to plan ahead and attempt to forecast the learning environment it wishes to have in operation when it

occupies its first campus. Initial estimates indicate the first campus will be occupied in its entirety by 1974. This forecast is based on the availability of State funds and time necessary for planning and construction. When the College does occupy its first campus, among the major environmental conditions it hopes will exist are the following:

a. The College will be able to identify each student's past achievement in areas which are essential to success at a post high school institution. This identification will be of assistance in course placement and should help to create an environment of success for the student. It is also expected that there will be a reduction in failures and dropouts.

b. The College will be able to identify, prior to entrance, methods by which each student learns best.

c. The College will be able to assist each student in identifying realistic career goals and/or realistic career interests prior to entry into the College as well as during his stay at HJC.

d. The curriculum at Hillsborough Junior College will be written in the language of behavioral objectives.

e. The curriculum will be developed in a continuum of units, wherever feasible. These units will

be written in such a manner so as to permit each student to proceed in either linear, branching or looping fashion.

f. Each student will be able to proceed at his own rate of learning. It is hoped that the traditional semester, quarter or term will vanish with reference to the number of weeks allotted for a student to complete the sequence of units which comprise a course.

g. A variety of instructional strategies will be developed for each unit. This will enable the College to place each student in the learning environment in which it has been determined that he learns best.

h. The above will necessitate a change in the role of the teacher from that of a transmitter of knowledge to that of a manager of learning. Efforts will be made to identify and place each teacher in his most effective role through the development of a differentiated staffing pattern for HJC.

III. 1969-70 Objectives

A. Systems Approach

HJC will use a PERT in 1969-70 and define the phases that will be necessary during the 1969-70, 1970-71, 1971-72, 1972-73, 1973-74, college years in order that it may reach its long range

goals.

Background

This approach will entail the participation of all segments of the college community, including faculty, students, administration, citizens and classified staff. This systems approach will be used institution-wide in the following areas: administration, curriculum, counseling, budget, personnel, and facilities.

B. Implementation of Instructional Specialist Approach: Algebra, English Composition and Biology.

HJC will implement the initial phase of the instructional specialist approach in the following selected areas: mathematics, English composition, and biology.

Background

The instructional specialist approach is based upon the assumption that the HJC teacher of 1970, if he is to be effective, must be a content specialist, a behavioral objectives writing specialist, a tests and measurement expert, a learning theorist, a media specialist, a counselor and advisor, etc. The instructional specialist approach is based upon the theory that it is impossible for the teacher to be as proficient as will be necessary in each of the major areas listed. It will also be impossible for most teachers to be good enough performers to expertly utilize all of the instructional strategies which Hillsborough Junior College will find it necessary to use. Consequently, the College has given a great deal of time, discussion and

thought as to how it can achieve its objective in this area. With cooperation from faculty and administration, the instructional specialist approach was formulated during the current year. Basically, it is centered on the supposition that the faculty member's prime role is that of content specialist. This does not preclude him from assuming other roles in which he may have talent. However, it will become the responsibility of the College to put together an instructional team consisting of specialists in the following areas: content specialist, writer of learning objectives; motivational psychologist, applied learning theorist, testing specialist, media specialist, counselor, research design specialist and team director. During the forthcoming year the College will place three such teams in operation in an effort to determine their operating effectiveness.

C. Behavioral Objectives

HJC will write the entire curriculum of the college in the language of behavioral objectives.

Background

The College has already determined that in order to reach its stated goals by 1975, it will be necessary to have its entire curriculum written in the language of behavioral objectives. In the words of Arthur Cohen "student achievement of specific learning objectives is the focus - the acknowledged, sanctioned overriding purpose of the institution."[1] Therefore, it will be

[1]Cohen, Arthur. Dateline '79: Historical Concepts for the Community College: (California: Glencoe Press, 1969). pp. 5-6.

the objective of Hillsborough Junior College to have behavioral objectives written for each of its 1969-70 course offerings by the end of the academic year.

D. Continuum: Algebra

HJC will write the curriculum in the area of algebra from arithmetic through college algebra in a learning continuum.

Background

Another objective to be achieved during the 1969-70 academic year will be to build the curriculum in the area of algebra from arithmetic through college algebra in a continuum. The same efforts will be made in composition from Guided Studies English through the completion of freshman English. An effort will also be made to construct a biology curriculum in the same fashion for general biology.

E. Continuum: English Composition

To write the English composition course from Guided Studies English through the completion of freshman English in a learning continuum.

Background

See item III, D.

F. Continuum: General Biology

To construct the Biology curriculum in the same fashion as General Math and English.

Background

See item III, D.

G. Implementation of Instructional Strategies: Algebra, English

composition and General Biology

HJC will initiate the following types of instructional strategies in the three major areas (Algebra, English, Biology) mentioned above: lecture sections, discussion sections, tutorial sections, self-learning sections, and audio-video-tutorial sections.

Background

Upon the completion of the building of the curriculum in a continuum for the three major areas (determined by the number of students enrolled in these courses) listed above, the College will attempt to initiate, by the end of the academic year, the following types of instructional strategies: lecture sections, discussion sections, tutorial sections, self-learning sections, audio-video-tutorial sections. It is not certain at this time as to the feasibility of attempting to initiate computer-aided instruction in the above areas. However, if possible, efforts will also be made in that direction. It should be noted that it is the College's intention to have all of these instructional strategies in operation in the above courses prior to the completion of the college year.

H. Identification of Student Learning

HJC will initiate the identification, via standardized testing, of cognitive styles and learning patterns by which each student learns most effectively.

Background

HJC hopes to arrange the college's calendar, curriculum

and instructional patterns in such manner that once each student's past achievement has been determined, it will be possible for HJC to place him in his optimum learning environment in each of the three above areas and then allow him to proceed at his own carefully supervised rate of learning. The three areas mentioned above will be used experimentally in order to implement this pattern of learning prior to the completion of the academic year. A study will be conducted in order to determine where the theory is weak and where it is successful.

I. Counseling

HJC will more clearly define the educational, vocational and personal functions of the counselor in relationship to student learning at HJC.

Background

Efforts will be made during the forthcoming academic year to define the educational, career and personal roles of the counselor in relationship to the learning environment HJC hopes to create.

J. Changing Role of Teacher

HJC will attempt to predict the role of the teacher in 1974 as a manager of learning and construct a differentiated staffing pattern.

Background

If the College is to implement the desired learning environment by 1974, it is evident that changes will take place in the role of the teacher. During the forthcoming calendar year,

the College will attempt to predict the role of the teacher in 1974 as a manager of learning and to meet with teachers in order to determine how this role can best be achieved with a minimum of fears, anxieties, etc. It is obvious that the use of bachelor's degree persons, para-professionals, technicians, will have to take place by 1974. Basically, it will be necessary to determine a differentiated staffing pattern which will provide the staff with the security of knowing where it is headed as change takes place. It is also hoped that out of this will come cooperation from the staff in that the changes that take place will be desired ones.

K. Admissions and Records

In the Admissions and Records area, HJC will develop techniques and methods which are in accord with the College's stated objectives.

Background

It has become obvious to the 1968-69 planners that the role of support services will also be undergoing change if the learning environment for 1974 is to be implemented. It is hoped that through the use of the computer, the writing of programs, and the knowledge of where the College is headed, the Admissions and Records area will be able to develop techniques and systems which are in accord with the College's stated objectives.

L. Instructional Resources Center

HJC will continue to examine the role of the Instructional Resources Center and to assist faculty, staff and students in

learning to use its services.

Background

Another area which will undergo major change is that of the Instructional Resource Center. Hillsborough Junior College has already defined the role of the IRC for 1969-75. It has given it three major functions: library, operation of a learning center and coordinating and assisting with in-service training of all professional staff members. The rationale for including in-service training is that through its reference work, knowledge of media, knowledge of educational materials, the IRC, currently, appears to be the most logical place on campus for assisting the staff in the up-dating of content and creation of new instructional strategies.

M. Planned Program Budgeting System

HJC will attempt to determine budgetary costs once the program has been defined for 1969-70 through the implementation of a planned program budgeting system (PPBS).

Background

It will be necessary for the College to forecast the financial cost of implementing the programs for 1974 in the manner desired. An effort to initiate a planned program budgeting system will be made.

N. Educational Specifications

HJC will write the educational specifications for its first campus.

Background

The College anticipates that it will be required to write educational specifications for its first campus within a short period of time. Consequently, it is necessary to define the educational program as quickly as possible in order that the educational specificiations be written in such a manner as to produce a minimum of change during the initial years of the campus's operation.

MSS/cgb
July 3, 1969